

Overstone Primary School - History Curriculum overview

History vocabulary

Chronology, democracy, legacy, empire, emperor, invasion, conquer, resistance, monarchy, dynasty, religion, sources, artefacts, change, prehistoric, BCE (BC) and CE (AD), settlement, archaeology

Year Group / Term	Subject	Curriculum Objectives	Subject Specific Skills	Drivers	Visit / Visitor
Reception (Autumn 1)	Understanding the World Marvellous me	To talk about the lives of people around them and their roles in society. To identify some differences between things in their past and now, drawing on their experiences and what has been read in class.	Range and depth of historical knowledge	Diversity	Post Person Visit
Reception (Autumn 2)	Understanding the World Out and About	To talk about the lives of people around them and their roles in society. To identify some differences between things in their past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling.	Range and depth of historical knowledge Historical enquiry	Diversity	Church Visit in the village - Reverend Katrina
Reception (Spring 1)	Understanding the World The Deep Blue and Pesky Pirates	To talk about the lives of people around them and their roles in society. To identify some differences between things in their past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling.	Range and depth of historical knowledge Historical enquiry	Diversity Environment	FireFighter Visit

Reception (Summer 1)	Understand ding the World The Porridge Thief	To talk about the lives of people around them and their roles in society. To identify some differences between things in their past and now, drawing on their experiences and what has been read in class.	Range and depth of historical knowledge	Diversity	Police Visit
Reception (Summer 2)	Understand ding the World	To identify some differences between things in their past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling.	Range and depth of historical knowledge Historical enquiry		
Year 1 (Autumn 2)	History	To know the name of a famous place close to where they live. (Focus on Rockingham Castle). To identify the key places in the United Kingdom that have a castle and explore why they might have built a castle there. To learn about and sequence the progression of castles through time. To identify and name the parts of a castle. To understand the armour that a knight wore to protect themselves. To understand how castles used to defend themselves. To identify the people that lived and worked in castles and compare jobs today to jobs in the past. To understand the differences between the lives of rich and poor people in the Medieval times. To identify a famous historical place within my locality and understand how land use in Northampton has changed over time. (from Northampton Castle to the Train Station)	Range and depth of historical knowledge Organisation and enquiry	Environment Diversity	Rockingham Castle

Year 1 (Spring 1)	History	<p>To name a famous person from the past and explain why they are famous. (Captain Robert Falcon Scott).</p> <p>To know about the life of a significant historical individual. (Focus on Captain Robert Falcon Scott).</p> <p>To sequence historical events in chronological order to show the main events in Captain Robert Falcon Scott's life.</p>	Chronological understanding	Aspiration Environment	Visit from a modern day polar explorer.
Year 1 (Summer 1)	History	<p>To compare childhood then and now (within living memory).</p> <p>To know who my Grandparents are and that they are older than me.</p> <p>To know what a number of older objects were used for and compare them to objects we use for the same purpose today.</p> <p>To know that the toys their Grandparents played with were different to their own.</p> <p>To organise a number of artefacts by age on a simple timeline.</p> <p>To know about the life of a significant inventor / individual from the past. (Ole Kirk Christiansen the inventor of Lego).</p> <p>To identify some of the ways that Overstone Primary School has changed over time. (using sources such as floor plans and aerial photographs to support learning)</p> <p>To know the main differences between my school days and those of my Grandparents</p> <p>To sequence historical events that my Grandparents may have celebrated.</p>	<p>Chronological understanding</p> <p>Range and depth of historical knowledge</p> <p>Organisation and enquiry</p> <p>Historical interpretations</p> <p>Historical enquiry</p>	Environment Diversity Democracy	Visit from a Grandparent
Year 1 (Summer 2)	History	<p>To name a famous person from the past and explain why they are famous. (Focus on Charles Darwin).</p> <p>To sequence significant historical events in Charles Darwin's life in chronological order.</p> <p>To identify where the Galapagos Islands are on a map of the world.</p> <p>To identify the physical features of the Galapagos Islands.</p> <p>To identify ways in which animals are adapted to live in the Galapagos Islands.</p> <p>To reflect upon Charles Darwin's experiences on HMS Beagle by writing a repetitive senses poem.</p> <p>To understand what Charles Darwin discovered.</p>	<p>Chronological Understanding</p> <p>Organisation and enquiry</p>	Aspiration Environment	

		To compare the life of a modern day naturalist (David Attenborough) to the life of a naturalist who lived a long time ago (Charles Darwin).			
Year 2 (Autumn Term)	History - Pirates	To know about a famous person from outside the UK and explain why they are famous - Focus on Christopher Columbus		Democracy Diversity	
Year 2 (Spring Term)	History - Charlie and the chocolate factory.	<p>To know about key individuals who helped to discover chocolate.</p> <p>To know how the Aztecs and Mayans enjoyed chocolate.</p> <p>To research and find out if Joseph Terry and Joseph Fry were real life Willy Wonkas.</p> <p>To know about the history of Cadburys - A Victorian success story.</p>	Range and Depth of Historical knowledge	Environment Diversity Aspiration	Cadbury's World?

Year 2 (Summer Term)	History - We're all going on a Summer holiday	<p>To know that Overstone used to be a popular holiday resort in the 1950's.</p> <p>To look at what seaside resorts were like 100 years ago.</p> <p>To ask how we know what seaside holidays were like 100 years ago, when there is no-one alive today to tell us.</p> <p>To know what sort of things people did at the seaside 100 years ago.</p> <p>To research if people 100 years ago went to the seaside for the same reasons as we do today.</p> <p>To know how seaside holidays have changed over the last 100 years.</p> <p>To discuss whether you prefer a seaside holiday today, 50 years ago or a 110 years ago.</p>	<p>Range and depth of historical knowledge</p> <p>Organisation and enquiry</p> <p>Interpretations of history</p>	Environment	Seaside trip?
Year 3 (Spring term)	History Greeks	<p>To know who the Ancient Greeks were and the key dates</p> <p>To compare Ancient Greek civilizations of Athens and Sparta</p> <p>To compare life in Ancient Greece with their life</p> <p>To find out about the origins of the Ancient Olympics</p> <p>To explain the influence of Gods on Ancient Greek life</p>	<p>Chronological understanding</p> <p>Range and depth of historical knowledge</p> <p>Historical enquiry</p>	Democracy	
Year 3 (Summer term)	History Stone Age	<p>To understand how Britain changed between the beginning of the Stone Age and the Iron Age</p> <p>To identify the main differences between the Stone, Bronze and Iron Ages</p> <p>To know is meant by hunter-gathers</p> <p>To explain what life was like in the Stone Age</p>	<p>Range and depth of historical understanding</p>	Democracy	Flag fen, Peterborough

Year 4	History Romans	<p>To know how Britain changed from the Iron Age to the end of the Roman occupation</p> <p>To know how the Roman occupation of Britain helped advance British society</p> <p>To know there was resistance to the Roman occupation and to know about Boudica</p> <p>To know about at least one Roman emperor</p>	<p>Chronology</p> <p>Historical Knowledge</p> <p>Historical enquiry</p>	Democracy	
Year 4	Ancient Egypt	<p>To know who the Ancient Egyptians were and the key dates</p> <p>To know the importance of mummification to the Ancient Egyptians</p> <p>To know why the River Nile was important to Ancient Egyptians</p> <p>To ask and answer questions using different sources</p>	<p>Chronology</p> <p>Historical Knowledge</p> <p>Historical enquiry</p> <p>Interpretations of history</p>	Environment	Leicester Museum?
Year 5 (Spring 1)	Local history study The Battle of Naseby	<p>To find out about a period of history that has strong connections to your locality and understand the issues associated with the period.</p> <p>To research historical information about the local area.</p> <p>To recognise primary and secondary sources.</p> <p>To use a range of sources to find out about an aspect of time past.</p> <p>To sequence key events of time studied.</p> <p>To use relevant terms and period labels.</p> <p>To understand who the two different sides during the civil war were, and why the roundheads won.</p> <p>To examine causes and results of great events and the impact on people.</p>	<p>Chronology</p> <p>Historical Knowledge</p> <p>Historical enquiry</p> <p>Interpretations of history</p> <p>Organisation and communication</p>	Democracy	

		<p>To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>To select relevant sections of information.</p> <p>To use the library and internet for research with increasing confidence.</p> <p>To find out about the battles that took place during the English Civil War.</p> <p>To consider why Parliament decided to kill Charles I.</p>			
Year 5 (Summer)	Anglo-Saxons	<p>To know how Britain changed between the end of the Roman occupation and 1066.</p> <p>To identify how Britain moved from The Roman Empire to The Anglo Saxon invasion.</p> <p>To share historical information in an appropriate form.</p> <p>To identify key information about the Anglo-Saxons.</p> <p>To know that during the Anglo-Saxon period Britain was divided into many kingdoms.</p> <p>To know that the way the kingdoms were divided led to the creation of some of our country boundaries today.</p> <p>To find out about Alfred the Great.</p> <p>To know about the Kings during The Anglo-Saxon times.</p>	<p>Chronological understanding</p> <p>Organising and communicating</p> <p>Historical Knowledge</p> <p>Historical enquiry</p> <p>Interpretations of history</p>	Democracy	

		<p>To identify how the Anglo-Saxons attempted to bring about law and order into the country.</p> <p>To know about Sutton Hoo and what was discovered there.</p>			
Year 6 (Autumn)	World War II	<p>To know how Britain has had a major influence on the world.</p> <p>To place historical events and people from the past societies and periods in a chronological framework.</p> <p>To make connections between the Second World War and today.</p> <p>To consider how the war affected people's everyday lives.</p> <p>To learn about the treatment of Jewish people during the war.</p> <p>To know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</p>	<p>Chronological understanding</p> <p>Organising and communicating</p> <p>Historical Knowledge</p> <p>Historical enquiry</p> <p>Interpretations of history</p>	Democracy Diversity	Duxford
Year 6 (Spring 2)	The Mayans	<p>To know who the Ancient Mayan civilization were.</p> <p>To understand where and when Ancient Mayan civilization came in history.</p> <p>To know about the religious beliefs of the Ancient Mayans.</p> <p>To name some of the main gods and know what they represented.</p> <p>To identify why the Mayan civilization was considered an advanced society in relation to that period of time in Europe.</p> <p>To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.</p>	<p>Chronological understanding</p> <p>Organising and communicating</p> <p>Historical Knowledge</p> <p>Historical enquiry</p> <p>Interpretations of history</p>		

		To use sources of evidence to learn about the Maya cities and some of the people who explored and documented them.			
Year 6 (Summer 1)	Vikings	<p>To know where the Vikings originated from.</p> <p>To understand why the Vikings frequently won battles with the Anglo-Saxons.</p> <p>To identify and explain key aspects of the Viking's life.</p> <p>To discover how the legal system worked in Anglo-Saxon and Viking times and compare this to the present day.</p> <p>To know about trading during the Viking time.</p>	<p>Chronological understanding</p> <p>Organising and communicating</p> <p>Historical Knowledge</p> <p>Interpretations of history</p>	Democracy Diversity	